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ABSTRACT

This publication includes sample units designed for use in the senior high school elective course, minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots or models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Statements of content are presented under each unit, followed by case studies, student activities, and assignments related to various curriculum project materials. The six units are: The Multi-Ethnic Society; Minority Experience in America; Violence in America; Protest; Life in the Ghetto; and, The Family. (Author/DJB)

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Oakland Public Schools
Oakland, California

MINORITIES IN AMERICA: PILOT UNITS FOR A SENIOR HIGH SCHOOL ELECTIVE COURSE

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Approved:
Superintendent's Cabinet
August 4, 1969

FOREWORD

During the spring and summer of 1969, groups of teachers worked on developing 15 social sciences courses of study. The documents prepared by the teachers are not intended to be final drafts but represent the first stage in a continuing curriculum development program. Teachers and students will be involved in the revision of the courses of study during the school year.

We have tried to make each course of study as useful as possible. Readings, transparencies, tapes, suggested guest speakers, field trips, and other types of materials have been suggested. For most courses a group of student readings and activities have been provided. The readings will be supplied to teachers in either class sets or in single copies which can be duplicated for student use. If you have any questions concerning any of the materials, call Ken Matheson, Administration Building, extension 875, 884, or 885.

We have experimented with different forms for the courses of study. In order for the courses to be changed in a meaningful manner, each teacher should react critically to the course, and be involved with the inservice and other activities planned for the social sciences courses. Inservice programs are being planned for each course. The inservice programs will be used to evaluate the course, introduce new materials, prepare for revision, and to discuss techniques and activities for the course. Watch for information on inservice early in the fall.

The teachers who helped prepare this course of study are:

Marshall Edelman, Fremont High School
Carlton Garske, Oakland High School

Others who gave valuable assistance:

George Crapo, Castlemont High School
John Hayward, McClymonds High School
Mrs. Ida LeBlanc, Oakland Technical High School

A PROGRAM FOR CHANGE

The following considerations have been used as guides in changing the social sciences curriculum in Oakland:

. The social sciences curriculum must be a carefully-designed program which sequentially develops concepts, the process of inquiry, and other social sciences skills.

. The knowledge explosion makes it impossible and undesirable to make the coverage of knowledge the main objective of any subject.

. While man's knowledge is changing and increasing rapidly, the way man obtains knowledge remains the same. The social sciences must therefore emphasize the process of gaining new knowledge. Each discipline should concern itself with both an appropriate body of knowledge and the procedural tools for acquiring that knowledge.

. The social sciences curriculum must develop an understanding of, and an ability to use, the major concepts of all the social sciences disciplines.

. The social sciences courses should be designed to help develop independent thinkers and responsible citizens. The student should believe that a citizen should participate in the political process. He should be willing to listen to all sides of an argument in order to make decisions according to a scientific-proof process rather than by depending on emotion or authority for his ideas. He should want to continue to learn once he has left the classroom.

. Controversial issues, a variety of points of view, and other relevant content must be part of the social sciences curriculum. The content must be used to develop inquiry and critical thinking skills rather than a means to propagandize a point of view.

. Students must be actively involved in the learning-teaching process. Techniques must be developed and used to provide opportunities for students to participate in the teaching-learning process.

. Curriculum development must be a continual process. As our knowledge increases, and concepts change, and settings become irrelevant, the curriculum must change.

. Teachers, students, and members of the community must be involved with curriculum change.

There are over 50 projects which are producing materials and techniques for the social sciences. Oakland has been and still is involved with evaluation and use of materials in such projects as:

. The Amherst Project - Committees on the Study of History

. Anthropology Curriculum Project

. Economics 12

. Civics Education Project

. Asian Project

The social sciences department has also used material developed by Dr. Edwin Fenton in the Holt Social Studies Curriculum and the Harvard Project Series.

The department is committed to experiment with new materials and teaching techniques. We must evaluate the new material and fit what works for Oakland into our curriculum.

*HOW ARE THE NEW SOCIAL STUDIES DIFFERENT?

Generally speaking, the emphasis in the traditional social studies curriculum has been on the subject matter. An assumption on the part of many teachers was that students would or should, on their own, see significance, draw conclusions, and develop their values from the acquired knowledge. Today, social studies teachers realize the importance of instruction in critical thinking, inductive and deductive logic, analysis and formulation of values, and skill development.

Like the "new math" and the "new science," the "new social studies" are concerned with providing experience through which more students develop for themselves knowledge, analytical abilities, and values that are relevant to our times. Inservice training for teachers, summer institutes, use of innovations in educational technology, changes in society, and an increased awareness of the importance of social studies in modern society have all served to stimulate changes that created what we call the "new social studies."

Changes in the teaching of social studies include the use of more and different subject matter, especially from the behavioral sciences. Hopefully, this adds a meaningful dimension to the information that a student learns from history and geography. Another important change is the emphasis on a Socratic method of teaching which requires the student to investigate and think for himself in order to discover important patterns in human behavior and structure in social institutions. The best social studies teachers manage to infuse students not only with the knowledge, but the spirit of our heritage and ideals. This has been the particular goal of a new trend toward humanities courses in the social studies. Many changes are the product of research funded by the federal government, private foundations, and local school systems; and it should be noted that this great increase in the amount of research is in itself an important change. Other changes which may be part of the new social studies include the wide use of films, slides, and overhead projections which are available with an amazing array of new machinery, as well as records and tape recordings. There is an increasing use of videotapes and computers. Teaching about, and being relevant to, the knowledge explosion and technocratic revolution is also part of what makes the "new social studies" new.

*National Council for the Social Studies, NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

INTRODUCTION

This publication includes sample units designed for use in the senior high school elective course, Minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots, models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Many units are open, overlapping, and often incomplete, but may serve the teacher as skeletal frameworks from which he can build.

A packet of teacher materials is available which will acquaint the teacher with the books, typescripts, supplementary readings, and audio-visual materials referred to in the units. The student readings are listed in the Bibliography in more complete form. The typescripts referred to are available from the district. All audio-visual materials listed are currently available through the Audio-Visual Department. Additional sources of materials, especially extensive bibliographies designed for student readings, are included in the packet.

Teachers are encouraged to involve students in the design and construction of their courses. The unique talents of both teacher and students, and the particular chemistry of each class, are the most important resources of this course, and it is from their interaction that a newer, better course will evolve.

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UNIT: THE MULTI-ETHNIC SOCIETY
I. Race, Race Concepts, and Common Fallacies

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Students examine their own beliefs to demonstrate the presence of fallacies.		Individual students prepare list of racial characteristics. List goes on board. Discussion of validity. (All students list 10 each.)
Identification of common fallacies about race, groups; e.g., "racial purity," "blood," religious, cultural traits, etc.	Show film: Common Fallacies about Group Differences Filmstrip: Exploring the Myths about Prejudice	Students now eliminate from board those criteria which are fallacies, cultural traits, etc., and attempt to label types of fallacies on board. Then attempt to do the same with their own lists, which are then turned in as assignment. Sensory Awareness Activity: Blindfolded students feel faces of selected students of various ethnic, racial backgrounds, and attempt to type by group.
What are the facts about race?	Show films: What Color Are You? Color of Man Reading: Races of Mankind	Students prepare illustrated (with pictures or drawings) list of the races of man, with criteria for selection. Preparation by class of collage: "The Races of Man" for bulletin-board display Readings: Negro Views (AEP) pp.47-52 SHS 12: General Conclusions on Race, p.17ff

UNIT: THE MULTI-ETHNIC SOCIETY
II. Boundary Lines, Prejudice, and Stereotypes

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
How does our society draw boundary lines?	America	Show film: Boundary Lines
How do other nations draw boundary lines?	Brazil South Africa	Show film: The Vanishing Negro Show film: Black and White in South Africa
Contrast concepts of race, "colored," "Negro," etc.		Students do three-column comparison chart of three nations. Students discuss boundary lines at own school.
What is a "stereotype?" What examples of stereotypes are commonly perpetuated in school, mass media? What are "snarl words" and "purr words?"	Mass media	Show film: High Wall Develop lexicon of "snarl words," phrases, signs of more subtle nature. Students cut out examples of stereotypes from newspaper ads, magazines, etc.; e.g., Frito Bandito.
What about prejudice? What is it? How is it learned? How is it taught?	Films: What about Prejudice? Everybody's Prejudiced Willie Catches On A Morning for Jimmy No Man is an Island All the Way Home	

UNIT: THE MULTI-ETHNIC SOCIETY
II. Boundary Lines, Prejudice, and Stereotypes (continued)

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
	Filmstrip: Exploding the Myths of Prejudice	Races of Mankind General Conclusion about Race, SHS 12, p.17
ACTIVITIES: Role-playing: job interview debate: militant vs. "Uncle Tom"		Group Identity Types of Discrimination, SHS 12, pp.1-6, 7-10
Poems: "Can a Nigger love a Honky?"		Society and Prejudice, Amherst Minorities and Prejudice, pp.103-105
Scrapbook: gather articles, pictures from mass media		Roots of Prejudice, SHS 13S (Mexican-American), pp.25-31
Cartoons - gathered, or drawn by students on this theme		Stereotypes to be Shattered, Ibid. pp.57-67
Posters - prepared for class, or school bulletin boards		Tests of Toleration, Religious Freedom (AEP), pp.4-5
Surveys - students prepare questionnaire for school, gather and interpret data		Sensory Awareness (See Race, Race Concepts, etc.)
Records - ethnic humorists: Gregory, Wilson, Sherman		Lecture: The Authoritarian Personality
Music - folk songs of all minorities		Attitudinal Questionnaire: given at beginning and end of unit or semester. One source: "Black and White in America," Time-Life, Brink and Harris, 1963

UNIT: THE MULTI-ETHNIC SOCIETY
III. The "Melting-Pot" vs. Cultural Pluralism

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Should America be a melting pot aiming to cast all citizens in a common cultural mold, or should it be a pluralistic society that encourages minority groups to honor their unique ways?	Colonial America	Students read: Crevecoeur: "What is an American?" Discussion: What is an American? Are some more "American" than others? Should America be a melting pot?
What is an American? Are some more "American" than others?	Film: Strangers in a Strange Land Ishi in Two Worlds	
Should America still be a refuge for the oppressed? Do we still see ourselves as a "Nation of Immigrants"?	Immigration Policy	Students read: Lazarus poem on Statue of Liberty Discussion (see content)
Does America offer minorities the chance to participate fully in American life, or does it compel them to forsake cherished ways?	Mexican-Americans	SHS 13S (Mexican-American): Anglo-Urban and Spanish-Folk, p.49ff Mexican-American Way of Life
Concepts: melting pot cultural pluralism culture, cultural conflict assimilation	Chinese-Americans	SHS 12 Minorities and Immigration, Chinese Social Structure, p.32ff
	Japanese-Americans	SHS 12 Minorities and Immigration, Assimilation or Pluralism? Japanese Cultural Traits, p.25ff
	Indians	SHS 12 Minorities and Immigration, p.87ff Amherst: Minorities and Prejudice, p.52ff
	Immigrant Minorities	AEP, The Immigrants' Experience, John Nichols, p.43ff. The Passing of the West End, p.20ff

UNIT: THE MULTI-ETHNIC SOCIETY
III. The "Melting-Pot" vs. Cultural Pluralism (continued)

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
	Films: The Inheritance	AEP, The Immigrants' Experience The Golden Door, p.4 The True American, p.61
What are the facts about: Immigration policy Order of Star-Spangled Banner Dinnis Kearney's Workingman's Party Chinese Exclusion Act of 1882 Gentleman's Agreement 1921, 1924 Immigration Laws 1965 Immigration Law		SHS 12 Minorities and Immigration, Group Identity, Why are Minorities a Problem?, pp.14-24
	Films: The Challenge (Japanese-American) Constitution and Military Power (Japanese-American) Faces of Chinatown American Indians of Today Equality under the Law Heritage in Black 8mm film - Immigrants at Ellis Island	AEP, The Immigrants' Experience Immigration Law to 1924 " " , 1924-1965
	Filmstrip: Separate and Unequal	
The Golden Door: Immigration Laws and Policies "Open Door" vs. restriction	Film: Immigration	
	California: Chinese	SHS 12, Early Treatment of Chinese Anti-Chinese Legislation
	Puerto Ricans in New York	Amherst: Minorities and Prejudice
	Film: A Nation of Immigrants-- B'Nai B'rith, San Francisco office	

UNIT: MINORITY EXPERIENCE IN AMERICA
I. The American Promise and Contradictions in American Ideals

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To examine basic expressions of American ideals and to contrast those expressions with other lesser known, but equally valid expressions of the American experience:	Preamble to Declaration of Independence Preamble to Constitution, 14th Amendment	Students read preamble, pick out five to seven phrases for analysis, "All men are created equal," "Certain inalienable rights," etc.
Examples: Contrast Declaration of Independence with Douglass', 4th of July.	Frederick Douglass', "What is Your 4th of July to Me?"	Black Voices (SHS 1B)
Contrast Forten and Frank.	Sojourner Truth's, "Ain't I a Woman?"	Katz, pp.186-187
Compare Truth and Vanzetti for language effectiveness.	Learned Hand's, "I am an American"	Anherst: Minorities and Prejudice, pp.104-105
Compare Walker and Joseph.	Chief Joseph's appeal to government	
Contrast Lazarus poem with 1924 Immigration Law.	Charlotte Forten's, "A Better, Brighter Day"	Katz, p.137
	David Walker's, "Appeal"	Katz, p.171
	Martin Luther King's, "I Have a Dream"	
	Vanzetti's address to the court	
	John F. Kennedy's call for equal rights	Katz, p.503
	Lyndon B. Johnson's, "We Shall Overcome"	Katz, p.513
	Emma Lazarus' poem at base of Statue of Liberty	AEP, The Immigrants' Experience (part)

UNIT: MINORITY EXPERIENCE IN AMERICA
II. The Disinherited

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Comparison of classic removal, relocation and/or internment episodes in American history of several minority groups	Chocktaw removal, 1831	SHS 12, pp.75-80
	Cherokee relocation, 1838	SHS 12, pp.72-74, 82-86
Examination of government policy, individual and government hypocrisy, duplicity, and inhumanity	Japanese-American "relocation," 1942	Amherst: Citizens Behind Barbed Wire Amherst: Minorities and Prejudice, pp.83-88
Examination of motives, effects of mass emotion, mass media		Films: The Challenge The Constitution and Military Power 8mm Japanese relocation
Response, leadership, division within the group		
Criticisms expressed, contradictions of American ideals	The Passing of the West End	AEP, The Immigrants' Experience, p.20ff
Courage, misery, and humanity in eyewitness accounts	Negro "Exodus," 1879	Katz, pp.315, 331-332
	Nez Perce, 1877	Amherst: Minorities and Prejudice, p.50
	Navaho	Amherst: Minorities and Prejudice, pp.52-54
	Seminoles, 1836	SHS 12, p.81
		Students write simulated eyewitness accounts of one or more episodes: newspaper stories, " editorials
		See Life Magazine, April 6, 1942 on Japanese Relocation.

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UNIT: MINORITY EXPERIENCE IN AMERICA
III. The Immigrant Experience

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Examination of the shared experiences of minority groups in the immigration process.		
1. The crossing	The Crossing	AEP, The Immigrants' Experience, pp.6-9
	The "Middle Passage" of the slave trade	Katz, Chapters 1 and 2 AEP, Black in America - Vassa account, pp.15-16, 32-33 Film: 8mm, Ellis Island
2. Life of new immigrant	The Uprooted (general 1900)	Amherst: Minorities and Prejudice, pp.28-34
Case Study: San Francisco	Film: Strangers in a Strange Land	
Case Study: Irish in Boston	1840's	Amherst: Minorities and Prejudice, pp.38-42, 42-45
	Case Study: Puerto Ricans in New York (1950's)	
3. The job	The Job (Jewish peddler)	AEP, The Immigrants' Experience, pp.15-19
	Case Study: Working Girls Jacob Riis, 1890	Amherst: Minorities and Prejudice, pp.34-35, 35-38
	Immigrant Businessman	
4. The tenement	The Tenement (Jews in New York City)	AEP, The Immigrants' Experience, p.10ff
	The Uprooted	AEP, The Immigrants' Experience, p.10ff
	The Irish in Boston	AEP, The Immigrants' Experience, p.10ff
	The Negroes in Big Cities	Koerner, U. S. Riot Commission Report, Chapters 6, 7, 8
		Film: The Tenement--available through B'nai B'rith, San Francisco office
5. The family	The Case of Joseph Revesz	AEP, The Immigrants' Experience, p.30ff
a. The Breakup of Families	Breakup of Slave Families	Katz, p.111ff
b. Second Generation	The Case of John Nichols	AEP, The Immigrants' Experience, p.43ff

UNIT: VIOLENCE IN AMERICA
I. Racial and Minority Riots

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Examination of the causes behind racial or ethnic violence	Newark, Detroit or others, summer, 1967	Koerner: U. S. Riot Commission Report Black and White: Horace Morris (Newark)
Historical comparison of violence in America: What happened? Why did it happen? What can be done?	Chicago, 1919	Cuban: Negro in America Katz, Eyewitness, p.411ff
	Los Angeles Pachuco-Military, 1943	SHS 13S (Mexican-American) pp.1-24
	Watts, 1965	Why Watts?
	Draft Riots, New York City, 1863	Amherst: Minorities and Prejudice, pp.56-63
	Little Rock, 1956	Black and White: Elizabeth Eckford
	Alton, Illinois, 1837 (Lovejoy murder)	Amherst: Minorities and Prejudice, pp.92-95
----	California, 1849, 1851 (hanging of Juanita) 1913, Hop Field Riot	SHS 13S (Mexican-American) pp.25-47
Compare to Scottsboro case ----	1942, Sleepy Lagoon	
	Springfield, 1907	Katz, Eyewitness, p.365ff
	Indian "massacres"	Amherst: Minorities and Prejudice in America, pp.48-56

Audio-Visual
The New Mood
A Time for Burning--B'nai B'rith, San Francisco office

UNIT: PROTEST
I. Leadership, Organizations, Philosophies

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Study of types of leaders within minority groups	Use Afro-American leadership as basic model.	In addition to normal materials, note the following:
Comparison and contrast of methods and philosophies from revolution to non-violence, direct action to accommodation	Nat Turner, Denmark Vesey, (Osceola, Chief Joseph), Frederick Douglass, David Walker, W.E.B. DuBois, Marcus Garvey, Malcom X	Gentle Revolutionaries, SHS typescript Malcolm X Speaks, " " Mexican-American handbook, pp.69-71 Black and White (SHS), Percy Sutton
Contributions of individuals	Compare and contrast: Garvey Malcolm X Washington DuBois Martin Luther King, Jr.	Books--particularly Martin Luther King's, Why We Can't Wait and Delano, by John Gregory Dunne
Historical development of organizations and their goals, structure, and contributions	Compare and contrast: NAACP and Urban League (B'nai B'rith) Martin Luther King, Jr., and Cesar Chavez Black power advocates and brown power advocates Montgomery Boycott and Delano strike	Several films, particularly those listed below, plus "The Weapons of Gordon Parks"
Mass movements: psychology and history	Development of Black Nationalism Garvey, Black Muslims, Black Panthers	
	Study Civil Rights Revolution (1954-1964)	Film: The New Mood
	Compare ideas of leaders; e.g., Baldwin, King, and Malcolm X.	Film: American Promise, I and II
	Compare black attitudes: ghetto, middle-class, leadership.	Film: Walk in My Shoes
	Compare labor organizations and civil rights organizations.	Film: The Inheritance
	Analysis of Quakers, Thoreau, Gandhi, Martin Luther King, Jr., Cesar Chavez	Letter from Birmingham Jail

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Trace historical development of non-violence and/or related issues of civil disobedience, just and unjust laws, black/brown power advocates.

UNIT: LIFE IN THE GHETTO
I. Poverty

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To examine the multi-dimensional nature of poverty: physical, emotional, psychological	The Negro Family	Moynihan, The Negro Family Koerner, U. S. Riot Commission Report AEP, The Immigrants' Experience The Tenement, pp.10-15 AEP, Negro Views of America Youngers Buy a House, pp.25-33 Readings in Minorities Chinatown, pp.48-49 Mexican-American Unit I Mexicans are Dirty, p.64 Native Americans (Forbes) pp.8-12 Black and White Story of Ernest Chambers Amherst: Ghetto
To examine several ethnic groups and the ghetto experience	Newark, or Detroit	
To examine the poverty cycle-jobs, housing, education	19th Century Immigrant Group (e.g., Jews)	
To place the ghetto in historical perspective	West Coast: Chinese-American or Mexican-American	
To examine the positive as well as the negative aspects of ghetto life, and the universality as well as the uniqueness	Indians	Films: Flavio Weapons of Gordon Parks The Inheritance Portrait of Inner City Portrait of Disadvantaged Child
To contrast the Negro experience with other immigrant groups		Photo scrapbook of aspects of poverty Class writes poems on aspects of poverty. Students present analyses, one statistical aspect in graph, chart, or table form.

UNIT: LIFE IN THE GHETTO
II. Jobs

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To examine through statistics the current facts about unemployment, underemployment, etc. To analyze factors that create the above Teachers might develop vocational unit from this springboard.		Readings: Case of John Nichols in The Immigrants' Experience Black and White, Robert Johns Mexican-American I, Wobblies in Wheatland Moynihan, The Negro Family Koerner, et al., U. S. Riot Commission Report Negro Views: Black Boy Films: A Morning for Jimmy Weapons of Gordon Parks They Beat the Odds Walk in My Shoes The Inheritance

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UNIT: LIFE IN THE GHETTO
III. Street Life

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To explore the nature of street life--why it's here, how it operates, positive and negative aspects	Malcolm X	Autobiography of Malcolm X
	Claude Brown	Manchild in the Promised Land
	Gordon Parks	Weapons of Gordon Parks
Effects of ghetto on self-concepts, gang life, alienation from school	Robert Lee Johns	Black and White - also in film, Losing Just the Same Negro Views of America
	Adam Henry	
	Johnnie Scott	Films: Felicia Walk in My Shoes Weapons of Gordon Parks Portrait: Disadvantaged Child
		Students might bring records which depict street life: Cosby, Wilson, etc.
		Poems, plays, and posters on street life
		Students write descriptions in the vernacular similar to Adam Henry and Robert Johns.

UNIT: LIFE IN THE GHETTO
IV. Schools and Education

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To explore the inner-city school	Oakland	Visit Board of Education
To examine the educational problems and programs	Student's school	Films: No Easy Answers Portrait: Inner-City school Portrait: Disadvantaged Child
To analyze the successes and failures of urban schools		Readings:
To examine desegregation problems	Plessey vs. Ferguson Brown vs. Board of Education 1954 to present	Elizabeth Eckford (Little Rock) in Black and White Mexican-American Handbook, pp.77-81 Negro Views: Johnnie Scott Up the Down Staircase To Sir with Love The Way it Spose to Be Student-oriented discussions on inner-city schools Play acted by students under title, "School is a Bore" Role-playing exchange between teacher and student Songs of protest written by students

UNIT: LIFE IN THE GHETTO
V. Captive Markets

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To examine the economic and exploitive aspects of the ghetto		Moynihan, The Negro Family Koerner, U. S. Riot Commission Report Negro Views, p.52, Meeting the Market Look Magazine, January 1, 1969 Students price foods, etc., in two different neighborhoods.
Research project: comparison shopping		Selection from Manchild
Articles: slum lords, rent strikes, urban renewal, insurance, bank loans, captive markets, etc.		Youngers Buy a House in Negro Views (from Raisin in the Sun)

UNIT: LIFE IN THE GHETTO
VI. Urban Renewal

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Problems of slums--the need for urban renewal		The Immigrants' Experience, The Passing of the West End
Problems of urban renewal--planning, opposition, rents		Negro Views, Adam Henry
A look at the future		Minorities and Immigration, Jewish Community
		Black and White, Ernest Chambers
		Mexican-American Handbook, Mexican Way of Life
		Film: Megalopolis
		Students do drawings, cut out, take photos of slum conditions, visit renewal projects (Acorn, etc.). Department of City Planning, architecture of college, etc.

UNIT: LIFE IN THE GHETTO
VII. Crime
Police and Community Relations

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
To present the statistics on crime, by crime, by ethnic group		Koerner, et al., U.S. Riot Commission Report
		Moynihan, The Negro Family
Examination of cause of crime		Visits to Oakland municipal court, Police Department
Examination of attitudes toward law enforcement officers		Visits to classroom by law officers
		Discussions: student court, school rules, etc.
		Numerous recent articles on police-community relations, etc.
		Teacher might develop a unit on Bill of Rights, due process, etc.

UNIT: THE FAMILY

I. Self-Concepts
II. Sex Roles
III. Caste and Class
IV. Peer Groups
V. Youth Looks at Our World

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Exploration of the psychological aspects of self-image	Robert Lee Johns	Black and White
	Adam Henry	Negro Views
	Johnnie Scott	Negro Views
Negative self-images	Ernest Chambers	Black and White
		"Extreme Isolation," reprint
		"Who is an Indian?" in Native-Americans
	John Nichols	The Immigrants' Experience
		Invisible Man, prologue
		Readings on Minorities:
		Indian Values
		Group Identity
		Film: That's Me
	The Youngers (Raisin in the Sun)	Negro Views
Role differentiation:		
The Negro family		Moynihan, The Negro Family
The problems		
The historical development		
The pathology		
The Mexican-American	Value Conflicts	Mexican-American I, pp.49-53
	Mexican and Anglo	
Chinese social structure		Minorities and Immigration, pp.32-37
Indians		Minorities and Immigration, also
		Patterns of Culture, Benedict
The operation of caste and class		

UNIT: THE FAMILY

I. Self-Concepts
II. Sex Roles
III. Caste and Class
IV. Peer Groups
V. Youth Looks at Our World (Continued)

CONTENT	CASE STUDIES	ASSIGNMENTS, ACTIVITIES
Peer groups: identity rules conformity purpose		The Kid Who Had a Thing for Lincolns West Side Story Mexican-American I, Zoot Suit Spanish-Speaking Groups
The gang	Films: Felicia That's Me Willie Catches On	
Youth Looks at Our World	Films: Felicia That's Me Portrait of Disadvantaged Youth A Morning for Jimmy Willie Catches On (Flavio)	Elizabeth Eckford, Black and White Robert Lee Johns, " " " Dianne Lindewall, " " " Richard Wright, from Black Boy in Negro Views (AEP) Adam Henry, parallel to Robert Johns--in Negro Views (AEP) The Case of Johnnie Scott

Three excerpts from the AEP book of religious freedom are applicable: 1) the trouble at Lone Pine Camp bears an obvious relationship to both questions of prejudice/tolerance and to the creation of organizations like Black Muslims

2) the case of Sharon Garber, an Amish girl, and the question of parent determination (black is beautiful?) vs. laws in public welfare, bears relationship to black nationalism/black power advocates.

MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians
II. Religious Minorities
III. Japanese-Americans
IV. Chinese-Americans
V. Mexican-Americans
VI. Immigrant Minorities

I. The Disinherited: Indians

Bounty hunting, 1758 Massacre
Chief Joseph of the Nez Perce
Custer, Wounded Knee, "massacres"
The Navaho
An Indian Speaks Out

Amherst: Minorities and Prejudice in America, pp.48-56

Treatment of the Eastern Tribes
Indian Removal
Seminole Replies to Indian Removal Orders
1832 Government Proposal for Cherokee Removal
Two Accounts of Cherokee Removal

SHS 12 Readings on Minorities and Immigration, pp.72-86

Facts about Indians
Values and Attitudes
Background
Assimilation
How Many Indians are There?
Where are the Indians Concentrated?
What is a Reservation?
Are Indians Citizens?
What is the Bureau of Indian Affairs?

Ibid., pp.87-95

Basic Concepts for Understanding Native History and Culture--Who is an Indian? (IHH)
The Native Awakening (IYY)
Cultural Deprivation as An Educational Ideology (INN)

Available from the office of Human Relations (Readings)

Audio-Visual:
Films: Ishi in Two Worlds
Strangers in a Strange Land

(Other films seem to be oriented toward Grade 5-8.)
Indians of the Plains
Indian Influences
Navaho Children

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MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians (continued)

Resources: Indian Organizations in Bay Area
Newsweek's Sources of Information About the American Indian
Handbook on Native Americans of Far West, Jack Forbes, Far Westlab

II. Religious Minorities

Toleration-Analogy Case: Trouble at Lone Pine Camp Religious Freedom AEP Unitbook (entire)
The Bible Commonwealth (Puritans)
Building the "Wall" (First Amendment and other protections)
The Amish: The Case of Sharon Garber
Jehovah's Witnesses: The Case of Jesse Cantwell
Atheists: The Case of William Murray

The Quakers in Puritan New England
The Mormons and the 19th Century Westward Movement
The Catholics: 1834 and 1924
The Jews in 20th Century America
The Atheist
The First Amendment

Amherst: Minorities and Prejudice in America, pp.7-27, 95-98, 102

Adjustment for Survival (Jews in Concentration Camps) SHS 8B
The Jews and Immigration SHS 12 Readings on Minorities and Immigration, pp.102-106

Audio-Visual: Anne Hutchinson
(The Tenement Jews in City)
(The Job Circa 1900)
AEP, The Immigrants' Experience

MATERIALS LISTED BY MINORITY

III. Japanese-Americans

Japanese Relocation	Amherst: Minorities and Prejudice in America, pp.83-88
Japanese Cultural Traits Assimilation or Pluralism	SHS 12 Readings on Minorities and Immigration, pp.25-31
Citizens Behind Barbed Wire (Japanese Relocation)	Amherst
Audio-Visual: Films: Constitution and Military Power Japanese Family Strangers in a Strange Land Japan The Challenge	8mm film: Wartime Relocation

IV. Chinese-Americans

Chinese Social Structure Chinese People in America Chinese Food Chinese Scenes Early Treatment Anti-Chinese Legislation Contributions Fact Sheet	SHS 12 Readings on Minorities and Immigration, pp.32-71
The Chinese-Americans	Amherst: Minorities and Prejudice, pp.88-91
Immigration Policy to 1924	AEP, The Immigrants' Experience, pp.27-29
Audio-Visual: Films: Strangers in a Strange Land Canton West Faces of Chinatown	

MATERIALS LISTED BY MINORITY

V. Mexican-Americans — SHS 13S Mexican American-History Culture

1943 Los Angeles Pachuco-Military Riots, pp.1-24
Prejudice and Its Cause: The Roots of Prejudice, pp.25-47
- 1849, Trial and Punishment
- 1851, The Lynching of Juanita
- 1913, Wobblies in Wheatland
- 1928, Confederacion de Uniones Obreras Mexicanas
- 1942, The Case of Sleepy Lagoon

Cultural Diversity, pp.48-56
- Comparison Charts, Anglo-Urban and Spanish Folk (cultural traits)

Cultural Regeneration, pp.57-67
- Stereotypes

Viva la Causa (Delano), pp.68-82

Mexican Immigration and Culture — SHS 12 Readings on Minorities and Immigration, pp.22-24

Brown Power: The Gentle Revolutionaries, from Human Relations office
Delano: Time Magazine Article, July 6, 1969, from Mr. Ken Matheson's office, extension 875, 884, 885

Forbes, Jack. Mexican-Americans, A Handbook for Educators. Far Westlabs
- Significance
- Heritage (historical review)
- Way of Life

Audio-Visual: None
Harvest of Shame

Resources: Chicano! Bibliographic materials

MATERIALS LISTED BY MINORITY

VI. Immigrant Minorities

The Uprooted (general life of immigrant circa 1900), pp.28-34, Amherst: Minorities and Prejudice in America
Working Girls (Jacob Riis, 1890), pp.34-35, " " " " " "
Immigrant Businessmen--Jewish Peddler's Diary, pp.35-38, " " " " " "
The Irish in Boston (Patrick Kennedy) 1845, pp.38-42, " " " " " "
The Puerto Ricans in New York, early 1950's, pp.42-45, " " " " " "
The Golden Door--Lazarus poem and 1924 Immigration Law, pp.45-47, " " " " " "

The Golden Door, pp.4-5, AEP Harvard Series, The Immigrants' Experience
Immigrant Hardships, pp.6-25
- The Crossing
- The Tenement (from Jews Without Money)
- The Job (Jewish Peddler's Diary)
- The Passing of the West End (urban renewal, Italian-American)

Immigration Restriction, pp.27-42
- Immigration Policy to 1924
- The Case of Joseph Revesz (families separated)
- Three Views of Restriction: Race, Nationality and Worth
- Overview: Immigration Policy, 1924-65

Child of the Immigrant, pp.43-59
- The Case of John Nichols
- Analogy: Norman Cutler

Immigrants' and Negroes' Experience Compared. Chapter 9 of Koerner, U. S. Riot Commission Report

Italian Immigration, pp.96-98, Readings on Minorities and Immigration, SHS 12
Southern Italian Culture, pp.98-99, " " " " " " "
The Polish Immigrant, pp.100-101, " " " " " " "
The Jews and Immigration, pp.102-107," " " " " " "

Audio-Visual: Strangers in a Strange Land
That's Me
We Came to America (5th grade up)
A Nation of Immigrants, and The Tenement--available through . . B'rith, San Francisco office
Immigration

BLACK HISTORY/MINORITIES READING LIST
(FULL OR PARTIAL CLASS SETS)

Basic Materials

AEP (Harvard Series) Black In America.
AEP (Harvard Series) The Immigrants' Experience.
AEP (Harvard Series) Negro Views of America.
AEP (Harvard Series) Religious Freedom.
Cuban. The Negro in America.
Forbes, Jack. Afro-Americans in the Far West.
Forbes, Jack. Chicano! Mexican-American bibliographic materials.
Forbes, Jack. Mexican-Americans, A Handbook. Far Westlab.
Forbes, Jack. Native Americans of the Far West
Katz. Eyewitness: The Negro in American History.
Koerner, et al. U. S. Riot Commission Report.
Moynihan. The Negro Family.
Viewpoints USA. What Direction for the Negro in America?

SHS Typescript Readings available in most schools

#1 Black Voices of America's Past
#3 The Supreme Court and Segregation: A Two-Act Play
#4 Variations in Patterns of Slavery
#5 Famous Negro Historians and Sociologists
#6 A Biography of Thurgood Marshall
#7 Contemporary Social Thought Among Selected Negro Leaders Concerning Civil Rights
#8 Adjustment for Survival--Concentration Camp Syndrome
#10 American History Units on Negro History and Minority Groups (Garske, Mollins, Sylvester) (Teacher's use)
#11 SHS (SSO) Readings on Reconstruction, 1968
#11 Readings from the Writings of Negro Intelligentsia, 1967
#12 Readings on Minorities and Immigration
#13 Mexican-American History-Culture, Unit I: Cultural Diversity
#14S Mexican-American Student Handbook: II, Part A: Culture-History to Conquest

BLACK HISTORY/MINORITIES READING LIST (Continued)

Additional Typescripts and Readings not available in most schools

Amherst: Minorities and Prejudice
(SHS) A Pilot Course in Negro Culture (Teachers)
Black and White: 6 Case Studies (to be stencilled, summer of 1969)
Delano Time Magazine article, July 6, 1969 to be printed
Citizens Behind Barbed Wire. Amherst. (to be printed, ordered, modified, summer of 1969)

Audio-Visual

Cultural Diversity II
Cultural Diversity III
Africa and Afro-Americans
New films

Office of Human Relations: See Bibliography of Readings available
e.g., The Black Revolution (five pages from Malcolm X Speaks)
The Past, Present, and the Future of the Mexican-American
Black History, Negro History, and White Folk
Gentle Revolutionaries: Brown Power

TEACHER COMMENTS

Strengths
Weaknesses
Suggested Additional Materials